DOCUMENT RESUME

ED 311 807 HE 022 894

AUTHOR Rosiak, John, Ed.
TITLE Models of School/College Collaboration. In Search of Patterns for the Future.
INSTITUTION Association of Catholic Colleges and Universities, Washington, D.C.; National Catholic Educational Association, Washington, D.C.
PUB DATE 83
NOTE 22p.
AVAILABLE FROM Association of Catholic Colleges and Universities, Suite 100, 1077 30th Street, N.W., Washington, DC 20007 ($3.00).
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Catholic Schools; *Church Related Colleges; *College School Cooperation; *Cooperative Planning; Educational Cooperation; Higher Education; *Institutional Cooperation; Models

ABSTRACT

The results of an effort by the Association of Catholic Colleges and Universities' Task Force on School/College Collaboration to gather information about existing programs to share with colleagues as models of school/college collaboration are presented. Concrete examples of how a model for Catholic colleges and universities (designed for use in developing special professional course sequences for teachers seeking employment in Catholic schools) has been effectuated at various colleges are examined. Some arenas in which schools and colleges can cooperate to their mutual advantage are discussed. Two sections focus on the following: (1) programs of special distinction (Manhattan College, Mount St. Mary's College, Saint Louis University, and Seton Hill College and Cathedral School); and (2) models of school/college collaboration (programs for school faculty and administrators, special workshops, honors programs, and competitions, advanced college credit programs, and miscellaneous programs). An appendix lists institutions contributing to the report. (SM)

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# Models of School/College Collaboration

## *In Search of Patterns for the Future*

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The Association of Catholic Colleges and Universities

The National Catholic Educational Association

WASHINGTON, D.C.



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# Models of School/College Collaboration

## *In Search of Patterns for the Future*

Edited by:
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WASHINGTON, D.C.

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# Foreword

It was early in February, 1982, that the Association of Catholic Colleges and Universities' Task Force on School/College Collaboration first met to consider its working agenda. Among us were representatives of all levels of Catholic education with—as might be imagined—quite divergent perspectives on what schools and colleges were doing collaboratively and how well they were doing it. It quickly became apparent to all, however, that regardless of how well Catholic education as a whole was collaborating, individual schools and colleges were cooperating in some effective and highly innovative programs. The Task Force thus took as its agenda the gathering of information about these existing programs, the best of which would then be shared with our colleagues as "models" of school/college collaboration.

This monograph presents the results of that effort. The programs described here were selected by the Task Force from among 80 responses to our inquiry to Catholic college presidents and school principals. We offer it to our colleagues at all levels of Catholic education as a companion volume to the 1982 NCEA publication, *The Pre-Service Formation of Teachers for Catholic Schools*. That volume presented a model for Catholic colleges and universities to emulate in developing special professional course sequences for teachers seeking employment in Catholic schools. This volume presents concrete examples of how that model has been effectuated at some of our colleges. It also goes beyond the earlier publication in suggesting other arenas in which schools and colleges can cooperate to their mutual advantage. To facilitate the cultural transmission process, the reader will find after each program description the name, address, and telephone number of a contact person who can provide further information.

The "collaborators" in the preparation of this volume deserve a special word of gratitude here. They include, first of all, the members of ACCU's Task Force, whose names are listed earlier in this monograph. Their dedication and willingness to serve made this task a pleasant one for all of us. The individuals at Catholic schools and colleges who took the time to respond to our inquiry also deserve our thanks. It was they who provided the raw material for this book. John Rosiak, of the Catholic University of America, took that raw material and put it in a readable form, assisted by Barbara Sautel and Leila Alampay of ACCU's national office. To all these people we express our thanks.

Mary A. Dooley, SSJ
Chairperson
Task Force on School/College Collaboration

CHAPTER I

# *Programs of Special Distinction*

Of all the programs of school/college collaboration that were examined by the members of ACCU's Task Force, those at the institutions described below were singled out as especially meritorious. In the opinion of the Task Force, these programs exemplify the best outcomes of educational collaboration, with benefits accruing to students and faculty at both levels of education through cooperative efforts and shared visions of education as a continuous process.

**The School/College Consortium**
**Manhattan College, New York**

In order to provide a sharing of ideas among the academic community and personnel working in local elementary and secondary schools, the five graduate programs offered by the Department of Education at Manhattan College have established School/College Consortium Advisory Boards. These boards, which are comprised of college faculty members, teachers and administrators from neighboring public and diocesan schools, and representatives of teachers' unions, meet regularly to determine if the educational degree programs of the college are addressing the current needs of the particular school districts. Each advisory board includes in its membership a representative from the Office of the Superintendent of Schools of the Archdiocese of New York. Manhattan College further encourages this relationship with the Archdiocese by granting school teachers a twenty-five percent tuition scholarship toward the master's degree.

The Graduate School of Education has also established an area referral program whereby students with learning difficulties from local Catholic schools may receive diagnostic evaluation or remedial instruction. This service is focused in the areas of reading, special education, and counseling, and is implemented by graduate students at Manhattan.

Faculty members of Manhattan College also strive individually towards the betterment of the educational community by providing a variety of in-service programs for the many schools in the area. *Contact person:* Brother Robert J. Kealey, FSC, Education Department, Manhattan College, Riverdale, New York 10471; (212)920-0416.

**The Leadership Center**
**Mount St. Mary's College, California**

In 1974, Mount St. Mary's College began a highly successful Women's Leadership Program for college students. In response to the requests of local high

school administrators, the Program has evolved in recent years into a more comprehensive Leadership Center for students at both levels of education.

The Center has four objectives: 1. to foster a more comprehensive student activities program — including a leadership skill-building component on the high school level; 2. to encourage adolescents to contribute in a positive way to the betterment of society; 3. to provide a resource base for high school faculty and students on strategies for fostering more effective leaderhip development; and 4. to provide outstanding college student leaders with the opportunity to help develop the same qualities in their high school counterparts, through facilitation of leadership training sessions.

To further these objectives, the Leadership Center conducts an annual leadership conference on the College campus, a three-day workshop for student leaders from a number of area high schools. Other programs of the Center include in-service workshops for high school student moderators, a Fall orientation workshop for the members of student councils, and faculty development sessions on leadership in the curriculum, as well as on-going on-site consultancy.

The Center thus provides an important educational dimension for both the high schools and the college. Active corporate sponsorship underwrites its major expenses. *Contact person:* Dr. Cheryl Mabey, Director, Women's Leadership Program, Mount St. Mary's College, 1201 Chalon Road, Los Angeles, California 90049; (213)476-2237.

**The Academy of the Humanities**
**Saint Louis University, Missouri**

Each year selected area high school students, recommended by their high school principals, come together at Saint Louis University to attend the Academy of the Humanities. This intensive two-week interdisciplinary experience provides an opportunity to study the basis of Western Civilization through the mediums of art, literature, history, music and philosophy.

The Academy is staffed by outstanding instructors who serve with a staff of Saint Louis University faculty members to delve into the forces which have shaped the development of human history in the West. This program not only introduces students to the broad base of Western culture, but also presents one of the best means of attaining access to this knowledge — Saint Louis University.

The Academy includes students from a wide variety of high schools which are representative of all parts of St. Louis City and County. Thus, students come to know and study the multiple components of Western Civilization with other students whose experiences and backgrounds vary widely and, in turn, the students themselves become a resource for learning.

The program of study includes such topics as: The Ancient Near East; The Glories of Greece; The Roman Empire; Medieval Man; The Church and The Manor; The Town and The Monastery; Renaissance Man; Beginnings of Modern Man; Baroque and The Enlightenment; The Turmoil of the 19th Century; and Twentieth Century Man and His Break With Tradition. These studies are implemented through lecture, analysis and discussion, augmented by extensive visual and audio resources.

The successful completion of the work of the Academy of the Humanities allows students to earn three hours of credit from the Saint Louis University. *Contact person:* Rev. Eugene E. Grollmes, SJ, Saint Louis University, 220 North Grand Boulevard, Saint Louis, Missouri 63103; (314)658-3142.

**The 1-8-1-8 Advanced College Credit Program**
**Saint Louis University**

Saint Louis University's 1-8-1-8 Advanced College Credit Program involves thirty-two hundred high school students from fifty-six high schools in the St. Louis, Chicago and Indianapolis areas in a cooperative effort whereby qualifying students may achieve as many as thirty transferable hours of college credit while they are still in high school. The courses available through this program are the freshman courses of Saint Louis University. The curriculum includes courses in art, biology, chemistry, English, French, German, history, Latin, mathematics, political science, physics, psychology, Russian, Spanish and theatre.

Although pre-admission to universities and advanced college credit programs are not new ideas, the 1-8-1-8 Program of Saint Louis University is innovative in its approach to its staffing and logistical challenges. The faculty of the Program — numbering almost three hundred in various disciplines — are high school instructional staff who have been admitted and given the title Adjunct University instructors. These teachers are allowed to participate in the program only after they have completed the same formal procedure for admission to the University faculty that any other applicant is required to make. They are then supervised by the office of the Program Director and the fifteen cooperating departments within the College of Arts and Sciences.

The courses are designed by the appropriate University department in conjunction with the teachers who will conduct the courses and must meet all the University department's standards in order to receive approval. Throughout the year, each Department Coordinator and the Program Director visit the participating schools, monitor the classes and review the examinations.

The 1-8-1-8 Advanced College Credit Program of Saint Louis University is an exemplary model of using available community and instructional resources economically and effectively for the betterment of the University and the students who enroll in the program. *Contact person:* Rev. Eugene E. Grollmes, SJ, Saint Louis University, 220 North Grand Boulevard, Saint Louis, Missouri 63103; (314)658-3142.

**Curriculum Enhancement Programs**
**Seton Hill College and Cathedral School**
**Pennsylvania**

These two institutions have developed an extensive, multi-departmental program of collaboration which not only enhances the curriculum of Cathedral Elementary School but also provides practical experience and social and professional exchange for Seton Hill's students and faculty. College departments involved include education, music, drama, art, foreign languages and science.

Students in the Department of Education assist in a tutorial reading program at Cathedral, and student teaching experiences are correlated throughout all grade levels.

College music students visit the elementary school one day each week. In addition to practicing methods of teaching music, they expose Cathedral's students to a wide variety of musical experience — rhythm bands, instruments, dance, and musical skits with costumes.

Student members of Cathedral's Fine Arts Club attend the college students' voice and piano recitals. College faculty also meet with the club members to explain upcoming performances of the local symphony orchestra before the students attend rehearsals.

Cathedral students attend play rehearsals at the college and are invited backstage to learn about play production. They attend art shows and exhibits. Students in Seton Hill's foreign language department introduce Cathedral's pupils to conversational French and Spanish.

Finally, college faculty often meet with the 80 members of Cathedral's Science Club, addressing topics ranging from the scientific method to evolutionary theory. Club members have access to the college's computer room, where they are taught how to program and use computers. *Contact person:* Sister Vivien Linkhauer, Academic Dean, Seton Hill College, Greensburg, Pennsylvania 15601; (412)834-4217.

CHAPTER 2

# Models of School / College Collaboration

## A. PROGRAMS FOR SCHOOL FACULTY AND ADMINISTRATORS

### The Catholic University of Puerto Rico

Teachers employed by the Diocese of Puerto Rico are encouraged to continue their studies towards a Master's degree in Education through a 50% tuition cost waiver from the Catholic University of Puerto Rico. These teachers, who must have received a recommendation from the Superintendent of Catholic Schools, consent to continue their work in the Catholic schools of Puerto Rico for a period of time determined by the Superintendent in exchange for this tuition waiver. *Contact person:* Mrs. Caridad Catsus de Fran, Director of Admissions, College of Education, The Catholic University of Puerto Rico, Ponce, Puerto Rico 00731; (809)844-4150 Ext. 115.

### Christian Brothers College
### Tennessee

Christian Brothers College serves as the educational center of higher education for the elementary and secondary schools in the Diocese of Memphis and as a supporting arm of the diocesan efforts in the Catholic community. Special courses are arranged to assist teachers seeking to meet state certification requirements, and these courses are offered with special tuition discounts.

Also in collaboration with the Diocese of Memphis, Christian Brothers College offers a theology series for adult religious educators. This program focuses on a variety of religious and moral topics, and consists of several series of weekly lectures held in the fall and during the Lenten season.

Catholic school principals and teachers in the Memphis area may earn an M.S. in Educational Administration from the College of St. Thomas in St. Paul, Minnesota, through summer courses offered at Christian Brothers. The fully-accredited summer degree program is intended to prepare Catholic school administrators for their unique task of running schools that are committed to religious values and have a large degree of autonomy and fiscal responsibility.

In addition to the Master's program, CBC offers weeklong institutes for Catholic elementary and secondary principals and teachers. The institutes focus on leadership skills, issues in private education, and the ministerial dimensions of Catholic education, and carry two graduate credits upon completion. *Contact person:* Dr. Emily Mathis, Christian Brothers College, 650 E. Parkway S., Memphis, Tennessee 38104; (901)278-0100 ext. 228.

**DePaul University**
**Illinois**

DePaul University, through a major change in resource allocation, is striving to comply with and surpass the recommendations made in the NCEA monograph *The Pre-Service Formation of Teachers for Catholic Schools: In Search of Patterns for the Future.*

DePaul, in conjunction with the Catholic Theological Union at the University of Chicago and the Chicago Archdiocesan Schools Office, is also sponsoring a series of seminars and formal continuing education courses for Catholic school administrators. A complete Master's degree program that includes state certification is expected to be in place by the fall semester of 1983.

Finally, in order to meet the need to train more laity for ministry in schools and hospitals, the University will offer an undergraduate Pastoral Ministry Sequence through its School of New Learning and School of Education. *Contact person:* Dr. Jack Lane, Educational Leadership Program, School of Education, DePaul University, 25 E. Jackson Boulevard, Chicago, Illinois 60604; (312) 321-8000.

**Georgian Court College**
**New Jersey**

Georgian Court College, of Lakewood, New Jersey, offers a program entitled "Physics of the Environment" for elementary, secondary and special education teachers interested in the field of science. This program, which is funded from the New Jersey Business/Industry/Science Education Consortium and matching funds from the college, allows teachers to earn six graduate credits over the course of the one-year experience. The selection process for this program is limited and unique in that only one teacher from a district is considered for acceptance. Upon completion of the program, these teachers then become resource individuals for other faculty in their own school district. Those selected for the program meet weekly for lectures and hands-on experiences in basic physics concepts. There are five related field trips during the year's study and the program culminates with a ten-day session held at the Georgian Court Outdoor Education Center at Belgrade Lakes, Maine. *Contact person:* Sr. Mary Micholas Farley, Georgian Court College, Lakewood, New Jersey 08701; (201)364-2200.

**Loyola University**
**Illinois**

Loyola University, in cooperation with the Chicago Archdiocesan Office of Education, has designed a specialized Master of Education degree for Catholic school administrators. The program is designed particularly for the Catholic school principal. Students completing the program also receive Illinois state certification for administrators. *Contact person:* Dr. Phillip Carlin, Chairman, Department of Administration, Loyola University, Water Tower Campus, 820 North Michigan Avenue, Chicago, Illinois 60611; (312)670-3053.

**Manhattan College**
**New York**

Professional seminars for teachers and administrators on the practice and the research in the field of reading are provided by the Manhattan College Reading Council, a chartered chapter of the International Reading Association. Approximately six meetings dealing with current issues in the field are held during the academic year on the Manhattan College campus.

In addition, members of the Reading Council are available for services to schools. As reading specialists, they stand ready to hold in-service teacher training sessions on the various aspects of reading diagnosis and instruction, parent orientation meetings on reading and learning disabilities, and seminars on the remediation of reading/learning problems. The Council provides its services without charge. *Contact person:* Dr. Estelle Fryburg, Associate Professor of Education, Manhattan College, Manhattan College Parkway, Riverdale, New York 10471; (212)920-0416.

Manhattan offers the St. La Salle Scholarship Program. Open to all administrators and teachers who are employed full-time in a Catholic school and who have been accepted into a Manhattan College graduate Education program, this scholarship waives about 30% of each semester's tuition. Commemorating the patron of Christian educators, this scholarship fosters the improvement of Catholic education. *Contact person:* Bro. A. Lewis Garavaglia, FSC, Director, Graduate Division, Manhattan College, Manhattan College Parkway, Riverdale, New York 10471; (212)920-0325.

**Mount St. Mary's College**
**California**

The graduate program in Religious Studies of Mount St. Mary's College offers short weekend courses and one-day workshops in order to address contemporary issues facing pastoral and catechetical ministries in elementary, secondary and parish religious education. These programs focus on a wide variety of problems facing religious educators, from Values Conflicts between Parents and Schools to Social Justice in the Curriculum, from Multicultural Religious Education to Professional Goals of the Catholic Educator. Some of these continuing education workshops are offered in collaboration with several neighboring dioceses and participants earn certification credit in religious education.

In addition to its weekend courses and workshops Mount St. Mary's conducts an on-going Catechetical Formation Program for the Archdiocese of Los Angeles' Department of Education. This program concentrates on nine areas of theological reflection for the preparation and instruction of elementary school teachers and staff, and is funded by the Archdiocese. *Contact person:* Dr. Alexis Navarro, I.H.M., Director of Graduate Studies in Religious Studies, Mount St. Mary's College, 10 Chester Place, Los Angeles, California, 90007; (213)746-0450.

**Mount Saint Mary's College**
**Maryland**

Individual departments of Mount Saint Mary's College focus their collaborative efforts for secondary and elementary schools in three major areas: education, science and mathematics, and admissions.

The Education Department of Mount Saint Mary's offers a curriculum resource center and a Media Center which is open to area teachers and enables them to examine print and non-print materials to be used in their classrooms. The department offers several in-service workshops, particularly in the areas of teaching science and the utilization of media. Area teachers serve as cooperating teachers for the student teaching practicum, and many serve on a Teachers Education Council which acts as an advisory group to the Chairman of the Department of Education. The Departments of Education and Theology at Mount Saint Mary's College cooperate in providing catechist certification for area CCD teachers.

The Department of Science and Mathematics of Mount Saint Mary's demonstrates an interest in this effort by a representative membership in the Maryland Association of Biology Teachers. This association is comprised of high school and college biology teachers, and Mount Saint Mary's frequently hosts meetings and shares its facilities with this organization. In addition to this program, a grant from the Pennsylvania Academy of Science provides funding whereby high school students may participate in research for a semester.

Finally, the Director of Admissions of Mount Saint Mary's College frequently conducts admissions and financial aid workshops for area guidance counselors *Contact person:* Dr. John W. Campbell, Vice President for Academic Affairs, Mount Saint Mary's College, Emmitsburg, Maryland 21727; (301)447-6122.

**St. Edward's University**
**Texas**

The Department of Religious Studies at St. Edward's University works with the Diocese of Austin's Office of Religious Education in conducting courses for parish religious education teachers, leading to certification in the area of religious instruction.

The same members of the Religious Studies faculty help to staff *El Hogar del Pueblo*, a program taught in Spanish to prepare teachers of religion to work in the Spanish-speaking community. This program was implemented in an attempt to live up to *Sharing the Light of Faith's* challenge of cooperation between colleges and diocesan catechetical offices. *Contact person:* Brother Jim Hanson, CSC, St. Edward's University, Austin, Texas 78704; (512)444-2621.

**Viterbo College**
**Wisconsin**

Viterbo College, in collaboration with the La Crosse Diocesan Office of Schools, has committed itself to the implementation of NCEA's *Pre-Service Formation of Teachers* monograph for elementary and secondary school teachers

who are new to its system. The faculty from Viterbo College join others in staffing a "Teaching Ministry Conference", designed to assist teachers in a three-step method of theological reflection: attending, asserting, deciding. Within this structure teachers attend ten sessions addressing theological content areas, and are given time for prayer, worship and socializing during a three and a half-day schedule. The conference is staffed by faculty drawn from Viterbo, the Diocese of La Crosse, the diocesan office of schools, and neighboring Catholic colleges in Minnesota. *Contact person:* Sister Mildred Tigges, Viterbo College, 815 South 9th Street, La Crosse, Wisconsin 54601; (608)784-0400.

## B. SPECIAL WORKSHOPS, HONORS PROGRAMS, AND COMPETITIONS

**College of the Holy Cross**
**Massachusetts**

Since 1968, the Classics Department at the College of the Holy Cross has sponsored an annual Classics Day, on the Friday prior to the April spring vacation, for high school students within a 75-mile radius of Worcester. An average of 300 high school students and teachers from seventeen area high schools attend the day-long program. A nominal registration fee is charged. The program varies but usually consists of an illustrated lecture on some aspect of ancient civilization with guest speakers from other institutions as well as from Holy Cross. During the lunch break, students have an opportunity to tour the campus and talk with Classics Department faculty and majors. A skit, short play with classics majors or students from the Classical Theater Seminar participating, or sometimes a movie (e.g., *Atlantis*) is the feature of the afternoon program. Professor Peter Arnott and his renowned Marionetter Classical Theater have performed on several occasions. Classics majors coordinate the program, mail invitations to area high schools, issue invitations to guest speakers, assist at the registration desk, and act as tour guides. To climax the day's activities, a dinner is held for members of the Classics Department (faculty and majors) who have participated in Classics Day. Registration fees help defray cost of printing and mailing and provide a stipend for guest lecturers. Any deficit is subsidized by the department. *Contact person:* Mrs. Pearl M. Jolicoeur, Secretary, Department of Classics, College of the Holy Cross, Worcester, Massachusetts 01610; (617) 793-2547.

**College of Our Lady of the Elms**
**Massachusetts**

At the College of Our Lady of the Elms, the Gifted Child Academy provides gifted students, aged 7–13, with the opportunity to express their creativity and originality. Using college facilities, this academy offers courses in such areas as chemistry, computers, drama, and film-making. Sessions are held in the fall and summer, bringing together students to work and exchange ideas with students with similar interests. Faculty members staff the academy, assisted by colleagues

from elementary and secondary schools. *Contact person:* Sr. Kathleen Kinley, Director, Division of Continuing Education, College of Our Lady of the Elms, Chicopee, Massachusetts 01013; (413)598-8351 ext. 76.

**Fairfield University**
**Connecticut**

Fairfield offers an unique program called "Young Scholars: A Saturday Enrichment Program." Devised by faculty members and area high school administrators, this eight-week course gives gifted and highly motivated Fairfield County students the chance to work in such areas as logic, acting improvisation, computer programming, economic issues, and even rocketry. Fourteen different classes are open to junior and senior high school students and are taught by Fairfield University faculty along with high school teachers experienced in working with talented students. *Contact person:* Dr. Donald Greenberg, Department of Politics, Fairfield University, Fairfield, Connecticut 06436; (203)225-5411 ext. 2864.

**Manhattan College**
**New York**

In the Melrose Enrichment Program, Manhattan College student volunteers conduct small-group classes on Saturday mornings for about 150 parochial school students in the Melrose Section of the South Bronx. The program is directed by the De LaSalle Academy in Melrose and offers classes in computer literacy, English, mathematics, science and Spanish. *Contact person:* Bro. Peter Stewart, FSC, Chairman, Modern Foreign Languages Department, Manhattan College, Manhattan College Parkway, Riverdale, New York 10471; (212) 920-0348.

The Comprehensive Mathematics and Science Program at Manhattan is designed to increase minority applicants to college engineering programs. Upper-division college students and volunteers from the engineering faculty tutor students from a consortium of local high schools. The program is funded by the New York City Board of Education and local corporations. *Contact person:* Bro. Peter Drake, FSC, Acting Director, School of Engineering, Manhattan College, Manhattan College Parkway, Riverdale, New York 10471; (212)920-0281.

**Saint Mary's College**
**Indiana**

Each spring, the Mathematics Department of Saint Mary's College, Notre Dame, Indiana, invites high schools within a 70-mile radius to send a team of nine women to participate in a mathematics contest. The teams come with their sponsors and spend Saturday morning working on problems in the divisions of geometry, algebra II, and advanced math.

While the students participate in the contest, the sponsors are encouraged to discuss the contest questions, or to participate in a program prepared for them. Thus there is an opportunity to discuss matters of concern to math teachers.

In the early afternoon everyone gathers in an auditorium to await the announcement of winners and awarding of prizes and trophies. A brief talk is presented, usually one which encourages continued study of mathematics. Awards are made with as much fun and fanfare as possible. In its eight years' duration, the number of participants and the number of participating students has increased consistently. The costs are shared, half covered by a registration fee of $20 per team, and half absorbed by the college.

Each spring, Saint Mary's chooses from ten area high schools a senior woman to receive a college calculus award. This prize enables the high school senior to enroll tuition-free in an 8-credit hour calculus course at Saint Mary's. *Contact person:* Sr. Miriam P. Cooney, Saint Mary's College, Notre Dame, Indiana 46556; (219)284-4551.

**University of Dayton**
**Ohio**

For the past six years the Department of Communications Arts at Dayton has been hosting a one-day high school communications conference that has now drawn almost 2300 students and over 200 teachers from some 174 high schools. The COMCON event presents speakers from the professional media community, print and electronic, as well as members of the educational community, UD staff and high school faculty, all of whom donate their time to this worthwhile event.

The program, which was designed to expose high school students to the media as a career possibility, as well as to enhance their own school media, has received an excellent response from its participants. *Contact person:* Professor Laurance B. Lain, Department of Communication Arts, University of Dayton, 300 College Park, Dayton, Ohio 45469; (513)229-2742.

The University sponsors a weekly Fine Arts Saturday Morning Workshop, in which upper level art education students teach children, ages 5-12, basic drawing, design and painting. Art education majors at Dayton may use this time to satisfy their observation requirements while area elementary children benefit by this community outreach program. *Contact person:* Dr. Patrick S. Gilvary, Chairman, Department of Performing and Visual Arts, University of Dayton, 300 College Park, Dayton, Ohio 45469; (513)229-3237.

In an annual conference sponsored by Dayton's Model United Nations Club, hundreds of high school students come to the University to participate in a mock United Nations. High school students, acting as delegates from countries all over the world, simulate the activities of U.N. bodies such as the Security Council, and learn some of the vagaries of international diplomacy. Participation in the Model United Nations enhances understanding of global issues, of other countries and their foreign policies, and of both the problems of and possibilities for international cooperation through the United Nations. *Contact person:* Dr. Margaret Karns, Department of Political Science, University of Dayton, 300 College Park, Dayton, Ohio 45469; (513)229-3538.

**Villa Maria College**
**Pennsylvania**

Villa Maria College offers Saturday computer classes designed for students in grades 4 through 8. Students from all of the diocesan elementary schools are invited to enroll in a morning workshop, a beginner's introduction to the care and feeding of computers, and/or the afternoon workshops, an adventure in programming for students who already know the basics. *Contact person:* Sr. Carol Wilcox, Villa Maria College, 2551 West Lake Road, Erie, Pennsylvania 16505; (814)838-1966.

## C. ADVANCED COLLEGE CREDIT PROGRAMS

An increasing number of Catholic colleges and universities have been collaborating with area high schools in programs offering college credit for students still in high school. These programs have a two-fold purpose: (1) to introduce advanced high school students to the college environment, (2) to enable these students to receive college credit for coursework, thus giving them a head start on college.

The college credit programs share many common elements, but may vary in their particulars. What follows is a brief outline of the types of college credit programs that were submitted to ACCU's Task Force.

Generally, these programs grant college credit to high school seniors who are deemed able to do college-level work. This capability is usually demonstrated by a good academic record and approval by the high school principal.

In the following institutions, high school students enroll in courses at the college itself: The Catholic University of America, The Catholic University of Puerto Rico, The University of Dayton, Manhattan College, Maria Regina College, Mercyhurst College, Springfield College and Villa Maria College.

In other programs college credit is given for specially approved high school courses taught by regularly employed secondary school teachers. The course content must be approved by college faculty. The credentials of the high school teachers are examined to insure that they are qualified to teach at the college level on an adjunct basis. This usually means at least a master's degree in the field being taught, several years of teaching experience, and the special recommendation of the principal. Schools offering this type of program are: Barry University, Manhattan College, Saint Louis University, and Seton Hall University.

Some programs allow students to take one or two college-level courses, while others admit high school students as full-time freshmen in their "advanced standing" programs. The Catholic University of America, Mercyhurst College, and Villa Maria College have programs of the latter type.

One college has a formal plan to abbreviate the normal period of college matriculation. High school students at The Franciscan Academy in Syracuse, New York, may, by attending Maria Regina College beginning in their junior year, earn a high school diploma and an Associate Degree in five years.

Some college credit programs are available to high school students at a fraction of the full cost of tuition. Among the institutions offering this discount are: The Catholic University of Puerto Rico, Maria Regina College, Springfield College and Villa Maria College.

Credits earned through the college credit programs described here are generally transferable to many other colleges.

## D. MISCELLANEOUS PROGRAMS

**Canisius College**
**New York**

For the past several years Canisius College has been bringing together administrators and faculty from area Catholic secondary schools and their Canisius College counterparts. This is achieved through a regional colloquium that convenes in an executive council and departmental sessions. The executive council is composed of area principals and headmasters, and the academic vice-president of Canisius. The council addresses issues such as the identity of Catholic institutions and how best to address social justice issues in an academic environment.

Departmental sessions bring together chairpersons of high school departments and their counterparts at Canisius to discuss academic issues common to both educational levels. These sessions are held in a variety of areas, including biology, chemistry, English and physics.

Through both of these mechanisms, the colloquium has served to strengthen the bonds between Canisius College and area Catholic secondary schools. *Contact person:* Dr. Walter Sharrow, Dean, College of Arts and Sciences, Canisius College, Buffalo, New York 14208; (716)883-7000 ext. 311.

**Clarke College**
**Iowa**

The Chemistry Department at Clarke College, under a proposal funded by the National Science Foundation's Instructional Scientific Equipment Program (ISEP), donated serviceable equipment to Wahlert High School, the local Catholic high school, as the major part of its required match for federal funds. Clarke's contribution, in addition to the instruments, included training Wahlert faculty in the use of the instruments, assistance with maintenance of the instruments for a limited time, and on-going consultation with Whalert faculty regarding experiments.

Clarke benefited by receiving federal funds to purchase newer instruments with particular emphasis on securing microprocessor controlled models and a system for interfacing other instruments to a microcomputer. *Contact person:* Sister Mary L. Caffery, Clarke College, 1550 Clarke Drive, Dubuque, Iowa 52001; (319)588-6363.

**College of Mount Saint Joseph**
**Ohio**

The College of Mount Saint Joseph participates in the Cincinnati Chamber of Commerce's Partnership in Education Program that matches businesses and universities with a school in the Cincinnati School District. The program is designed to use the resources and experiences of businesses and universities to enrich students in the Cincinnati schools. Mount Saint Joseph has exchange programs with nearby Oyler Elementary School and its own campus elementary program, and an author's club whereby the College's Education majors offer individualized writing assistance to Oyler students. Mount Saint Joseph's also offers computer time to Oyler students and sponsors career choice programs for them. *Contact person:* Raymond J. Kovach, Jr., Director of Administrative Affairs, College of Mount Saint Joseph, Mount Saint Joseph, Ohio, 45051; (513) 244-4200.

**Manhattan College**
**New York**

Manhattan College participates in a consortium of secondary schools, colleges and universities, the New York City Board of Education, and industrial representatives. This is designed to attract minority group applicants for admission to the college. This is achieved through tutoring and career day programs sponsored by volunteer students and faculty at Manhattan College. *Contact person:* Brother Peter Drake, FSC, Manhattan College, Manhattan College Parkway, Riverdale, New York 10471; (212)920-0281.

**Trinity College**
**Vermont**

To offer its students the twofold benefits of experience and income, Trinity College has expanded its off-campus work programs. Using both the federally funded College Work/Study Program and its own institutionally funded program, Trinity offers its students work experience as teacher aides at Christ the King School in Burlington.

The Education Faculty at Trinity College is working in conjunction with a local elementary school, using Mater Christi School as a testing laboratory in the development of a computer based educational program to teach reading skills through students' writings. *Contact person:* Sister Jacqueline Marie Kieslich, Trinity College, Burlington, Vermont 05401; (802)658-0337.

APPENDIX:

# *Institutions Contributing to this Report*

Assumption College, MA.
Barry University, FL.
Boston College, MA.
Canisius College, NY.
The Cathedral School, PA.
The Catholic University of America, DC.
The Catholic University of Puerto Rico, PR.
Christian Brothers College, TN.
Clarke College, IA.
College of Mount Saint Joseph-on-the-Ohio, OH.
College of Our Lady of the Elms, MA.
College of the Holy Cross, MA.
DePaul University, IL.
Duquesne University, PA.
Fairfield University, CT.
Georgian Court College, NJ.
Gonzaga University, WA.
Loyola University of Chicago, IL.
Manhattan College, NY.
Maria Regina College, NY.
Mercyhurst College, PA.
Mount St. Mary's College, CA.
Mount Saint Mary's College, MD.
Sacred Heart College, NC.
St. Edward's University, TX.
St. John's University, NY.
Saint Joseph's College, ME.
Saint Louis University, MO.
Saint Mary's College, IN.
Seton Hall University, NJ.
Seton Hill College, PA.
Siena Heights College, MI.
Springfield College in Illinois, IL.
Stonehill College, MA.
Trinity College, VT.
University of Dayton, OH.
University of Notre Dame, IN.
University of Scranton, PA.
University of Steubenville, OH.
Villa Maria College, PA.
Viterbo College, WI.

Published by the Association of Catholic Colleges and Universities, a Department of the National Catholic Educational Association, Suite 100, 1077 30th Street, N.W., Washington, D.C. 20007.

Price: $3.00